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PROPUESTA DE INTERVENCIÓN EDUCATIVA
STREET MARKET

TRABAJO RECEPCIONAL

**QUE PARA OBTENER EL DIPLOMA DE
ESPECIALIZACIÓN EN ENSEÑANZA Y APRENDIZAJE DE INGLÉS COMO LENGUA
EXTRANJERA, MODALIDAD EN LÍNEA**

PRESENTA:

DANIEL ALBERTO BOZADA GARCÍA.

ASESOR: ALMA DANIELA OTERO SOSA.

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Street Market



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Introduction

“Take advantage of every opportunity to practice your communication skills so that when important occasions arise, you will have the gift, the style, the sharpness, the clarity, and the emotions to affect other people”. – Jim Rohn.

The lesson plan for first-semester high school educatees is based on Tobon's model of socioformation which focuses on solving contextual problems with relevant results for improvement of living conditions, based on competencies, laboriousness, complex thought, opportunities for inclusion, the ethical project of life, collaboration, and continuous improvement.

The first part of the lesson plan tries to recover previous knowledge as well as pose a trigger question in relation to a social problem within the community where the students live, situating them in a scenario they are familiar with, and therefore have mastery of the daily troubles.

It is well known that mastering a language implies developing and applying adequately the four skills: listening, speaking, reading, and writing. As English teachers, it must be known what each of these skills means and how to teach them effectively

Children, adolescents and adults sometimes fear the challenge of sustained, formal speaking before large groups. Teachers can help reduce unrealistic fears by pointing out how common they are among people and what to do about them. They can also help to reduce such fears by maintaining a friendly atmosphere in the class and providing opportunities for students to practice alone or with one other student and then before increasingly larger groups. Thus, students can practice speaking in front of their peers who face the same situation. Students can practice presenting information, answering questions and holding group discussions. Frequent classroom presentations and discussions enable teachers to diagnose and remedy problems. (Walle, T., Stariha,W., and Walberg,H.2004).

Chapter 1: Philosophy and theory.

1.01 Teaching identity and philosophy.

It is considered that a positive attitude and hard work can open a lot of doors, undoubtedly, knowledge and experience are required in all types of jobs and professions, nonetheless, these two can be acquired through time, meanwhile, the first two are part of the essence of each person; It is not stating that you cannot acquire these characteristics, if someone put effort, it can achieve them, but like most things, it is a matter of discipline and tenacity that not everybody possesses.

The one who typed this document's teaching career started 14 years ago, and to be honest, He has never thought about the possibility of becoming a teacher the idea had been refused the idea until the opportunity knocked on the door. At first, it was tried to emulate formers English teachers. A fellow college mentioned that our teaching is influenced primarily by how one of our teachers had taught their classes, which seemed practical and valuable.

When an introspective is made, looking back at its teaching skills during the early years as a teacher and, It can be distinguished that they have grown. It used to teach in a whole different way than it does now. It is remembered that during the beginning, It used to mingle Spanish and English during my classes, sometimes more Spanish than English so students could understand what it was trying to explain in English sort of grammar-translation method, which later it realized that instead of helping, the pupils it causes dependence on instant translation with more elaborated structures that were not that easy to understand.

Those days were difficult, It had the attitude and desire to be a great teacher, what it lacked those days was empathy and patience with students, when things did not get as planned It felt frustrating. On many occasions, it did not change the tactic when It should, causing misunderstandings and problems in the group. It must be confessed that it is a little stubborn and at that moment it refused to change, even though the issues it had.

It has always tried to improve and move forward whatever the scenario is, and independently what its job is at that moment. In the early years as an English teacher, it was known that it was not the best at what it did, it was conscious that it needed to gather more experience and better teaching techniques, nonetheless, it has never lacked attitude or hunger to be a better version of itself in most ways, not only as a teacher but also as a man.

The opportunity to take a master's degree came and it was taken; this opened up new opportunities in his career, as it moved forward teaching offers appeared in several educational institutions and within Sonora's Institute of Technology. The perspective of teaching changed and with each course that was taken, the performance was enhanced in the classroom, there is no better way to measure improvement than through the students. It was noticed that they were happier and not grumbling about the session since my teaching style had changed. It was thought that it was on the right track, however, it still has much to learn and improve, since everything is perfectible.

Almost four years ago the exam to enter the "Subsecretaría de Educación Media Superior" (SEMS) system was taken to be an English teacher; when they mentioned that he had gotten in, he was stunned, but soon he reacted and started to prepare himself once again to give my best because it was known that he was on a probationary period for the first six months so he did his best. Half-year had passed and yet another opportunity came across, a course at Dartmouth College located in New Hampshire, USA, where they would teach techniques to help our students to speak and interact more; "The Rassias Method". It had to pass through several filters to get the right to incorporate into the group of teachers selected for this task. The course was fifteen days long, from 8 in the morning to 10 at night, it was truly intensive and educational at the same time. There it was learned a lot of things and gave it a new approach to my teachings. There it was learned a lot of things and gave me a new approach to the teachings. When it came back, it put this methodology into practice, it cost time and effort since the pupils weren't accustomed to interaction, not to mention the speaking part or these new types of drills.

The course was a breakthrough; it had a more passive style before it and a more active one after it. The techniques learned have unchained an increase in pupils' participation in some way they are "pushed" to reply to what is asked and to be involved in the drills. The method is not infallible, it relies on motivation, in one side the teacher has to show empathy, desire a great attitude toward teaching, and the counterpart have to have the will and the openness to learn. There have been times that it has faced apathetic and extremely reluctant groups to perform the activities when this happens it tries best to change their mindset, most of the time the goals, are achieved and some others it doesn't. It must be confessed that when that happens it feels blue, then, it realizes that It has lost a battle, not the war and it retries next class, and in the third or fourth class a group with such characteristics opens up to the techniques, but again, is not one hundred percent guaranteed. If it cannot succeed it tries to use other methods such as the task-based.

It is fully aware that the most it prepares itself the better the lessons will be. It is recognized that it has flaws as a teacher and as a person, nevertheless, it always enters the classroom door with a positive attitude despite the problems that it might have, trying the best it can whenever it is in front of the students. It tries to apply the moral of the fable "the house of the one thousand mirrors": what they project they are most likely to receive back. If you search for sad things you will definitely find them, and if you look for happy things you will also find them. Something similar to what was said by Henry Ford: "If you think you can do a thing or think you can't do a thing, you're right". All possible outcomes rely on it.

Undoubtedly they are facing extremely complicated times; the Covid-19 pandemic, and there is another pandemic we have to struggle with...the apathy. This one has permeated most of our students and it has been a real challenge to minimize it. Many methods and techniques are applied, however, the results are not flattering. Schools' administrative personnel and teachers have summed their efforts in order to face this problem with poor results. The problem seems to be in a higher sphere where politicians need to apply a reengineering process to the public education system. Changes have been done, nonetheless, the problem remains. Society and teachers need to wake up and pressure the government so real reforms will be applied in public education, not only patches or temporary solutions but also a deep and conscientious structural improvement.

1.02 Theory underlying your teaching practice and identity.

It is considered that the teaching path has been created by years of experience within the classroom, by a trial and error process, benchmarking other teachers' practices, and applying the best methods which fit each class.

Undoubtedly the currents of thought seen in this specialization aided in having a broader understanding of what is being done and applying it in the classroom with the students and how to take advantage of each one.

All approaches to the study of SLA have developed from different disciplinary perspectives including the linguistic, psychological, and social ones. There is not a universal current that explains all without creating a debate around it, all of them can be synergized and provide better results among specific groups of study.

Structuralism is fundamentally a way of thinking about the world which is predominantly concerned with the perception and description of structures. This school of thought states that the publicly observable responses could be subject to investigation. The linguist's task, according to the structuralism, was to describe human languages and to identify the structural characteristics of those languages. "An important axiom of structural linguistics was that "languages can differ from each other without limit, and that no preconceptions could apply to the field". (Twaddell, 1935 as cited in Brown, n.d) stated this principle in perhaps its most extreme terms: "Whatever our attitude toward mind, spirit, soul, etc., as realities, it must agree that the scientist proceeds as though there were no such things, as though all his information were acquired through processes of his physiological nervous system". (Brown, n.d)

Generative Linguistics whose leading proponent is Noam Chomsky postulates that language acquisition is innately determined and humans are born with a certain system of language that we can call on later. "Chomsky claims that each human being possesses a set of innate properties of language which is responsible for the child's mastery of a native language in such a short time. According to Chomsky, this mechanism, which he calls the "language acquisition device" (LAD), governs all human languages, and determines what possible form human language may take". (Dulay, Burt, Krashen, 1982 as cited in Altenaichinger, 2003)

Socialculturalism has its origins in the writings of the Russian Psychologist L.S. Vygotsky and his colleagues. The theory emphasizes meaning as the central aspect of any teaching and holds that skills or knowledge must be taught in all its complex forms, rather than presented as isolated, discrete concepts (Turuk, 2008 as cited in Fahim, Haghani, 2012). Language is also believed to be the primary means of mediation. Developmental processes occur as the outcome of child's participation in cultural, linguistic and historical settings such as getting involved in interactions within families, peer groups, educational institutions, workplaces, sport activities, etc. (Lantolf ,Thorne, 2007 as cited in Fahim, Haghani,2012).

The concept of ZPD in sociocultural theory is expanded far beyond the original form of it which was introduced by Vygotsky (Cook, 2008). ZPD contributes to shaping the mental functions of a child which has not become mature yet, but will develop in future. According to (Cook, 2008 as cited in Fahim, Haghani, 2012) the distinctive aspect of Vygotsky's ZPD lies in the fact that the gap between the learner's current state and their future knowledge is bridged by assistance from others; learning demands social interaction so that the learner can internalize knowledge out of external action. It is believed that learning causes a variety of internal developmental functions to be activated and this process happens only when the child is interacting with his peers or the adults in his environment. When the internalization of the learning process occurs for the child, it becomes part of his/ her internal achievements. (Fahim, Haghani, 2012).

Krashen's theory of second language acquisition consists of five main hypotheses:

- Acquisition-Learning hypothesis.
- Monitor hypothesis.
- Input hypothesis.
- Affective Filter hypothesis.
- Natural Order hypothesis.

The Acquisition-Learning; according to Krashen there are two independent systems of foreign language performance: the acquired system and the learned system. The acquired system or acquisition is the product of a subconscious process, it requires meaningful interaction in the target language natural communication in which speakers are concentrated not in the form of their utterances, but in the communicative act. (Schütz, 2019).

The Monitor hypothesis explains the relationship between acquisition and learning and defines the influence of the latter on the former. According to Krashen the acquisition system is the statement initiator, while the learning system performs the role of the monitor or the editor. The monitor acts in a planning, editing and correcting function when three specific conditions are met:

- The second language learner has sufficient time at their disposal.
- They focus on form or think about correctness.
- They know the rule.

The Input hypothesis is only concerned with acquisition, not learning. According to this hypothesis, the learner improves and progresses along the 'natural order' when he/she receives second language 'input' that is one step beyond his/her current stage of linguistic competence. (Schütz, 2019).

The Affective Filter hypothesis embodies Krashen's view that a number of affective variables play a facilitative, but non-causal, role in second language acquisition. These variables include: motivation, self-confidence, anxiety and personality traits. Krashen claims that learners with high motivation, self-confidence, a good self-image, a low level of anxiety and extroversion are better equipped for success in second language acquisition. Low motivation, low self-esteem, anxiety, introversion and inhibition can raise the affective filter and form a mental block that prevents comprehensible input from being used for acquisition. In other words, when the filter is up it impedes language acquisition. (Schütz, 2019).

Natural Order hypothesis is based on research findings (Dulay & Burt, 1974; Fathman, 1975; Makino, 1980 as cited in Krashen, 1987) which suggested that the acquisition of grammatical structures follows a natural order which is predictable. Krashen, however, points out that the implication of the natural order hypothesis is not that a language program syllabus should be based on the order found in the studies. In fact, he rejects grammatical sequencing when the goal is language acquisition. (Schütz, 2019).

During the “Input” of an English lesson pupils are exposed to information and data through listening and reading; these elements are provided by the teacher in many ways (explanations, storytelling, situations descriptions, writing information on the board, Internet articles, etc.). In simple words, if the students cannot see or listen to the language, they cannot learn it.

According to the previous parameters teachers then, need to identify what kind of input would be best for the pupils. The key aspects to be considered are students' context, needs, interests, and creating the proper setting for the English lesson.

The "intake" can be explained as the part of the “input” that English learners, in this case, can retain, store and relate to existing knowledge. It is very important to recognize and understand “intake” as the part of input that stays in the stores of long term memory.

The “interaction hypothesis” combines both the “input” and “output” by stating that interaction is not only a mean for a learner to study the language, but also a way for the learner to practice what he has learned. Interaction acknowledges that during conversations, there are certain situations wherein a participant does not understand what the other says, but it is in these situations where learning becomes more effective. (Uy, n.d.)

Finally, the "output hypothesis" states that learning takes place when a learner encounters a gap (fissure) in his or her linguistic knowledge of the second language. The learner is aware and may be able to modify his output. According to Swain, there are three specific functions of output: the noticing, hypothesis-testing function, and the metalinguistic.

In a personal belief, the combinations of hypotheses provide better results. In order to achieve the right intake, the input needs to be truly comprehensible the students need to get the adequate message to be processed and build up an internal understanding. A clear example of this can be explained as follows:

When teaching how to ask and provide personal information the students need to visualize (act out) and listen to dialogs. It generally exemplifies the process with the more advanced students, so the rest can see and listen to how is done (comprehensible output, a + i). After several repetitions, it is asked if they have doubts regarding the activity and solve them (if the case). Shortly after, it is encouraged the pupils to do the same with their peers (more advanced with less advanced ones) it urges them to correct each other if mistakes are made, and it as well checks and corrects, if necessary (Interaction and output). Using this methodology can verify that the "intake" has successfully taken place.

Students in public schools aren't always motivated to learn English due to their perspective of lacking applicability for the language in their context. I normally explain the advantages of mastering a second language (English) and If cannot be convinced otherwise, I change the tactic giving a different perspective to the subject as a "relaxing moment" not perceiving it as another school subject, it is not hundred percent effective, however, most time it does work after being a little persuasive.

Chapter 2: Methodology and practice.

2.01 A practical and useful lesson plan.

As stated by Tobón (2017) socioformation is a theoretical and methodological approach on the development of human talent that seeks to train people to live in the knowledge society with a solid ethical project of life, collaborative work, entrepreneurship and, in order to achieve quality of life, coexistence, inclusion and socioeconomic development, based on the assurance of environmental sustainability.

The socio-formation is a proposal of Latin American origin that is applied in the organizational, governmental, community, scientific and educational field, to develop the talent through the identification, interpretation, argumentation and resolution of problems of the environment with a global and systemic vision. It is addressed both in the management of the institutions as well as in the administrative management and in the concrete actions of training of the people, applying the continuous improvement through the self-evaluation and the co-evaluation, with support in instruments that allow to identify the level of dominion and front feed to the achievements and aspects to be improved, such as rubrics, matrices, case analysis due to context problems and observation records, among others.

The socio-formation focuses on the procedures that need to be implemented to achieve the knowledge society, while traditional approaches and models prioritize theoretical discourse. It offers a set of actions such as the following:

1. Guidelines for managing human talent in various organizations.
2. Methodology for structuring and applying educational models.
3. Strategies for managing organizations such as socio-educational projects.
4. Procedures for developing talent such as training projects, the constructive reflective workshop, conceptual cartography, socioformative UVE, synergistic collaborative work, sociodramas, the MADFA strategy (metacognition, before, during and at the end of the activity), etc.



SUBSECRETARIA DE EDUCACION MEDIA SUPERIOR INSTRUMENTO DE REGISTRO DE ESTRATEGIAS DIDACTICAS							
IDENTIFICATION DATA							
Institution:	Dirección General de Educación Tecnológica Agropecuaria y Ciencias del Mar						
School's name:	CBTA No. 26, Estación Vicam, Municipio de Guaymas, Sonora, México.				Teacher:	Daniel Alberto Bozada García	
Subject:	English I	Semester:	first	Specialty:	N/A	Implementation period:	November
Scholar cycle:	September 2022 – January 2023					Length hours:	10
						Elaboration date:	June 2022

FORMATIVE INTENTIONS	
Purpose of the subject: At the end of the first semester, the students will use the elements of language to express the activities they are doing now, in the past, and to share or request personal information from other people with simple phrases and tasks that require a simple and direct exchange of information of their environment and immediate needs. In addition, they will continue practicing the language skills to achieve an efficient interaction with students and to promote the collaborative work with others.	
Axis:	Communication in English.
Component:	<ul style="list-style-type: none"> • Communication and interpersonal relationships. • Integration of learning communities. • Contextualization of learning communities through students' interests and academic experiences.
MAIN CONTENT	
Collaborative work in classroom as a basis for the integration of the learning community	Grammatical notions: "BE" and other verbs in the present simple (affirmation, negation, WH questions). "How much, how many".
EXPECTED LEARNING OUTCOMES:	
Identify the countable and uncountable nouns. Use 'many' and 'much' appropriately in a sentence. Recreates successfully a sales-purchase agreement.	
CONTEXT PROBLEMS	
Make a sale-purchase agreement with a person.	
TITLE	
Asking and giving prices for different products.	
GENERIC COMPETENCIES AND ATTRIBUTES	
CG4. The student listens, interprets, and communicates messages relevant to different contexts by using appropriate means, codes and tools. A4.2. Students use different communicative strategies according to the audience, context, and objectives	
DISCIPLINARY COMPETENCY	
CO1 Identifies, orders and interprets the ideas, data and explicit and implicit concepts in a text, considering the context in which it was generated and in which it is received CO11 Communicates in a foreign language through a logical, oral or written speech, consistent with the communicative situation.	



SOCIO-EMOTIONAL SKILLS	
<ul style="list-style-type: none"> • Apply the <u>Construye T</u> activity: "Save us problems". • Socio-emotional skills development. 	
TEACHING TECHNIQUES	
Collaborative work, design thinking, expositive, dynamics, <u>Rassias</u> Method Drills.	
TRANSVERSALITY	
ICT (vertical <u>transversality</u>).	

LEARNING ACTIVITIES				
INTRODUCTION				
Teaching activities	Learning activities	Products of learning outcome	Assessment (Type / instrument / weighting)	Length
The teacher:	The student:			
<p><i>1. Sensitization. Motivation against the work to be done considering the product focused on the problem of the context of the sequence.</i></p> <p>The teacher shows a video in which people ask for the price of different items or food dishes.</p> <p>https://www.youtube.com/watch?v=B0sUFP6kUko&ab_channel=LanternfishESL</p> <p>Questions to students:</p> <p>https://www.youtube.com/watch?v=UU3hrBv1Clo&ab_channel=LanternfishESL</p> <p>https://www.youtube.com/watch?v=aPNGTx7KPo&ab_channel=LanternfishESL</p>	<p>Identifies the use of how much for uncountable and how many for countable nouns.</p>	N/A	<p>Diagnostic.</p> <p>N/A</p> <p>Not weighting.</p>	120 min.



<p>https://www.youtube.com/watch?v=DonRPGy8KL8&ab_channel=mnwong</p> <p>Can you distinguish between countable and uncountable nouns? What is the right question that need to be asked if you want to know the price of certain articles? When do you use "how much"? When do you use "how many"?</p>				
<p><i>2. Agreement of the product to be achieved, collaboration and work rules, presentation and understanding of the Instrument to evaluate the central product.</i></p> <p>The teacher presents the project to the students to create a stand where they will sell different products (the product might be an image or similar representing the real ones). The pupils will be divided in two groups (A and B). Group A will act as the vendors and group B as buyers, subsequently the roles will be inverted. Student will use play money to perform correctly this activity.</p>	<p>Look at the instructions about the project and identify the use of "how much and how many" with the different items.</p> <p>Explore the way prices are asked and given for the different products.</p>	<p>Complete vocabulary on countable and uncountable nouns.</p>	<p>Observation Not weighting.</p>	<p>60 min.</p>
<p><i>3. Diagnosis of previous knowledge through simple and real cases or other strategies.</i></p> <p>Categorize nouns in countable and uncountable.</p> <p>Determine when to use of the questions "how much and how many" in accordance to the noun.</p> <p>Contact a US buyer in order to commercialize their products and get to an understanding about the price and the quantity he/she requires.</p>	<p>Correctly uses and applies asking and giving prices of different items depending on their nature (countable or uncountable).</p>	<p>Execute an exercise about asking and giving prices.</p>	<p>Exercise grading. Not weighting.</p>	<p>60 min.</p>



DEVELOPMENT				
Teaching activities	Learning activities	Products of learning outcome	Assessment (Type / instrument / weighting)	Length
<p>The teacher:</p> <p>4. <i>Knowledge management (search for information, organization, analysis and understanding of the essential concepts to achieve the final product).</i></p> <p>Apply the <u>ConstruyeT</u> activity: "Save us problems".</p> <p>The teacher fosters the students to check the following web pages and videos, which will help them to negotiate to get a better price:</p> <p>https://www.englishlessonviaskype.com/how-to-negotiate-price-in-english/</p> <p>https://www.youtube.com/watch?v=EEmELw8djRA&ab_channel=TwominuteEnglish</p> <p>The teacher invites the student to imagine if they had a business and needed to sell or buy products abroad, how would they do it?</p> <p>What questions would they ask in order to get the best deal and convenient prices?</p> <p>Then the student is motivated to check and answer some exercises related to the topic.</p>	<p>The student:</p> <p>The student reflects on the problems of buying or selling product abroad.</p> <p>Analyzes examples of how to ask and give prices when negotiating.</p>	<p>Solve grammar exercises.</p> <p>Solve examples of exercises on asking and giving prices.</p>	<p>Exercise grading.</p> <p>Not weighting.</p>	<p>120 min.</p>



DEVELOPMENT				
Teaching activities	Learning activities	Products of learning outcome	Assessment (Type / instrument / weighting)	Length
The teacher:	The student:			
<p>They are encouraged to visit Edpuzzle to practice:</p> <p>https://edpuzzle.com/assignments/62a3ed7c3b3ba44100448fbf/watch</p> <p>https://edpuzzle.com/assignments/62a3ee8da51331410e18c7bf/watch</p> <p>https://edpuzzle.com/assignments/62a3eb388f14b840ead9ae84/watch</p>				
<p>5. <i>Contextualization, methodology and example.</i> <i>Contextualization and deepening of the procedures and techniques to achieve the central product with the support of an example.</i></p> <p>Presents the students with the rubric with which the final product will be evaluated. It will be co-evaluated when presenting its final product</p> <p>The affinity group is divided into pairs and they share ideas about the project.</p> <p>The teacher supports them with an example:</p> <p>https://www.youtube.com/watch?v=rgvfkvl7zWA&ab_channel=CollinAbroadcast</p> <p>Uses "Illustrated Vocabulary" related to shopping.</p>	<p>In teams, the student reflects on and contextualizes the problem of buying and selling.</p> <p>The student replicates with the support of the video shown by the teacher.</p>	<p>Statements related to the project by the team.</p>	<p>Rubric Weighting 10%</p>	<p>60 min.</p>




DEVELOPMENT				
Teaching activities	Learning activities	Products of learning outcome	Assessment (Type / instrument / weighting)	Length
The teacher:	The student:			
<p><i>d. Collaborative application. Preparation or completion of the central product through one or several practical activities, considering collaborative work and comprehensive evaluation.</i></p> <p>Students are advised to start with their projects by considering the initial questions.</p>	<p>The student personalizes their project by team, reminding them to follow the guiding questions.</p> <p>The student self-assess his knowledge of the topic covered during the sessions.</p>	<p>Brief example of their project.</p>	<p>Self-assessment</p> <p>Weighting 20%.</p>	<p>80 min.</p>

CONSOLIDATION				
Teaching activities	Learning activities	Products of learning outcome	Assessment (Type / instrument / weighting)	Length
The teacher:	The student:			
<p><i>7. Improvement of the product from an evaluation instrument until achieving the basic or satisfactory level in all the essential indicators.</i></p> <p>With the help of the evaluation rubric, the teacher supports the student with their project, reviewing the main points and improving their progress.</p>	<p>The student adapts and transforms his project according to the rubric by describing what he used to do, and the activities he carried out.</p>	<p>Improved example of their work.</p>	<p>Rubric</p> <p>Weighting 20%</p>	<p>60 min.</p>
<p><i>8. Socialization of the central product with peers, school, family and/or community.</i></p> <p>When presenting the final product, students are encouraged to socialize and co-evaluate between teams.</p>	<p>The student presents their project.</p> <p>They can also support themselves with the school pages in disseminating the infographic or poster.</p> <p>Students co-evaluate between teams by seeing the final results.</p>	<p>Final product.</p>	<p>Rubric.</p>	<p>80 min</p>

RESOURCES		
Equipment	Material	Information Sources
Classroom, computer, cellphone, speakers, projector, green board, chalk, markers.	Notebook, paper sheets, post it, flipchart paper, pen, pencils.	Bibliography: Corespi, R. (2019). What's up? Stanford Publishing. Hobbs, M., Starr, J. (s.f.). For Real. Helbling Languages. Cambridge. Richards, J., Bohke, D. (2011). Four Corners. Cambridge University Press. Adelson, J. (2008). Step forward. Oxford University Press. Web pages: https://wlingua.com/es , https://cbta26-english.blogspot.com/

VALIDATION				
Prepared by	Reviewed by	Assessed by	Certified by	Endorsed by
Docente del equipo Estatal Daniel Alberto Bozada García	Presidente Estatal de Asignatura. Ruth Haydee Quintero	Coordinadora Estatal de Planeación didáctica. M.D. María Victoria Díaz Magaña	Coordinadora Académica del Estado. Mtra. Pécida Robles Ibarra	Presidenta del Consejo Técnico Académico Estatal. M.D. Sandra Luz Bernal Salido

INSTITUTION VALIDATION	
ADAPTED BY	ENDORSED BY
 D.A.E. Daniel Alberto Bozada García Docente	Dra. Dulce Verónica Díaz López Jefa del Departamento Académico y de Competencias

2.02 Designing of necessary tools to assess/test the progress of students.

Assessment of complex thinking

The evaluation of the complex thinking in people must be made from the project management and the resolution of problems of the environment, based on the activities that are implemented and the products achieved, as well as the process of management and co-creation of knowledge, the collaborative work and the aims that are sought in the performance. For this, it is recommended to evaluate six dimensions both quantitatively and qualitatively, to determine achievements and aspects to improve.

The six dimensions to consider in assessing the complex thinking of organizations and individuals are the following:

- Dimension 1. Resolution of the problems of the environment considering the different elements in relation that influence.
- Dimension 2. Critical analysis.
- Dimension 3. Conceptual analysis.
- Dimension 4. Systemic analysis of problems and processes.
- Dimension 5. Creativity to generate new solutions to problems.

Each dimension has certain indicators that can be evaluated through a checklist or estimation scale, in addition to a qualitative analysis. To carry out the assessment it is indispensable to have as reference the action to a given problem, the activities implemented and the products generated. (Tobón, 2017, p.34)

The evaluation tools are a combination of informal and formal assessments. It is essential to mention that the lesson planning has been divided into two parts. The first one requires the students to get acquainted with the past simple form of the verbs, and pollution-related vocabulary in order to acknowledge this huge problem in their community, get conscious and try to come up with ways to solve it. This is done using the Rassias method drills such as “Illustrated Vocabulary” and “Backwards Build-up”. Here is the link to see how I apply these techniques.

Next are presented informal formative assessments in the first one the verbs in the past simple form are asked to pupils using a variation of the "CALL" method through the "KAHOOT" platform. The second activity first introduces the imperative topic and exercises related, afterward and once the matter at hand is clear, a dialogue where a family requires information about how to get to different locations and the pupils need to solve the questions posed. This requires the students to pay attention to the conversations and apply all concepts which were seen in the previous sessions.

The socioformation proposes five development levels to measure and evaluate competencies in education as well as in society and in organizations: Pre-formal, receptive, operative, autonomous, and strategic. The levels represent how people confront and solve problems in context through knowledge management. In this sense, they are consistent with the challenges of the knowledge society.

The levels vary in aspects such as strategies to solve problems, attitudes, and domination of concepts. On the operative level, students learn to solve simple and familiar problems. At the strategic level, however, they learn to solve non-routine and unfamiliar problems with articulation of knowledge and creativity. Problem solving and articulation of knowledge in interdisciplinary and trans-disciplinary processes are the key features of the socioformative proposal. (Tobón, 2017).

Products, in socioformation, are flexible and broader than the traditional concept of evidence. They show the process and results obtained in the identification, interpretation, argumentation and resolution of a given context problem, and show specific aspects as well as the process followed to achieve them. They are of various types, such as documents, reports, records, observations, testimonies, case studies, exhibitions, practices, role plays, sociodramas, activities, etc. They are not necessarily objects or services. (Tobón, 2017, p.75)

Students produce digital graphic designs to describe the resolution of a context problem. Next are presented examples of the outcome:

- Banners with the announcement of a product or event.
- Videos about services or products.
- Services or products.
- Animated images on different themes.
- Digital portfolio of services of a company.

Pupils also execute projects based on collaboration with other people, such as the following:

- Registration of collaborative work.
- Registration of conflicts resolved in team.
- Registration of the support to the members.
- Registration of achievement of goals and impact of collaboration.



ENGLISH

SOCIOFORMATIVE RUBRIC

Name: _____ **Group:** _____ **Date:** _____

<p>Product: Street Market</p>
<p>Generic Competencies:</p> <p>4. The student listens, interprets, and communicates messages relevant to different contexts by using appropriate means, codes and tools.</p> <p>7. The student has initiative and interest to learn throughout his/her life.</p> <p>8. The student participates and collaborates effectively in groups.</p>
<p>Disciplinary Competencies:</p> <p>2. The student evaluates a text and compares its content with others', taking into consideration previous and new knowledge.</p> <p>4. Produces texts based on the normative use of the language, considering the intention and communicative situation.</p> <p>11. Communicates in a foreign language through a logical speech, oral or written, consistent with the communicative situation.</p>
<p>Expected outcome:</p> <ul style="list-style-type: none"> • Asking and answering questions about products they buy or sell. • Use correctly the questions "how much and how many" in accordance with the nouns. • Price related negotiation.
<p>Purpose: this rubric aims to assess the core product derived from the context problem.</p>
<p>Instructions:</p> <ol style="list-style-type: none"> 1. With respect to the indicators, it is important that the student reaches the Strategic level, considering the Resolute as a minimum desirable. 2. Provide feedback based on the performance of the established indicators.

Image 1. Socioformative Rubric.

Skills	4 Strategic	3 Autonomous	2 Resolutiva	1 Receptive	score
Content Spelling/ Grammar Simple Present Tense / Comparatives and Superlatives/ Countable and Uncountable noun/ How much and how many.	Adapt and customize the information of the project having excellent spelling, grammar, punctuation and original content.	Integrates the project with most of the information required having 1-2 spelling, grammar or punctuation errors with original content.	Elaborates the project having 3- 5 spelling, grammar, or punctuation errors with original content.	Describes the project as having multiple spelling, grammar, or punctuation errors. Some content is copy and paste.	
Socioemotional aspects and suggestions	The product projects the importance of the socioemotional aspect and gives at least 5 suggestions.	The project comments on the socioemotional aspect and gives 4-3 suggestions.	The project meets the socioemotional aspect, but only gives 2-1 suggestions.	The project only defines the socioemotional aspect but not suggestions.	
Required elements	Creates all of the required elements are clearly visible, organized and well placed.	Contributions with most of the required elements are clearly visible, organized and well placed.	Apply few of the required elements are clearly visible, organized and well placed.	Describe one or two of the required elements.	
Visual clarity and appeal	Create an excellent design and layout. It is neat and easy to understand the content.	Integrates a nice design and layout. It is neat and easy to read.	Implements improvement in design, layout or neatness.	Registers significant improvement in design, layout and neatness.	
Use of time	Students adapt their time to work productively and efficiently.	Students regulate most of their time to work productively and efficiently.	Students control some of their time to work productively and efficiently.	Students do not organize their time to work productively and efficiently.	
TOTAL SCORE	_____ %				

20=100%	19=95%	18=90%	17=85%	16=80%	15=75%	14=70%	13=65%	12=60%	11=55%
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Image 2. Socioformative Rubric stages.

2.03 Evidences.

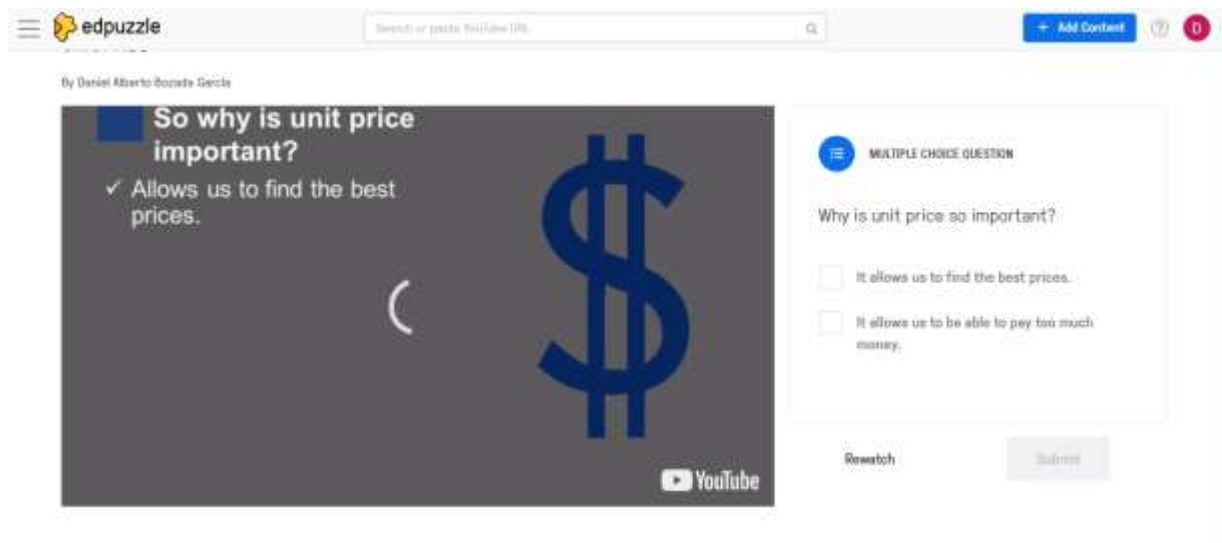


Images 3-4. Rassias Method Drills.

Videos of the drills can be found using the following links:

<https://drive.google.com/file/d/1yxDyBxDidccJ2NkOvs-lgrG-nNe1SdgW/view?usp=sharing>

<https://drive.google.com/file/d/1z9RD2n4iFzcRnquUp9bILgxzr31SqpIM/view?usp=sharing>



Images 5-6. "Edpuzzle" activities.

Chapter 3: Experience Report.

Teachers have in their hands a great responsibilities, first with themselves; they must love, respect, and embrace the profession if is their desire to successfully give guidance and provide resources so the student can analyze, apply and adapt the knowledge in the context which surrounds them. It is also a teacher's job to engage the student in the process, showing always a positive attitude, helping them as they require (educational or emotional way), using dynamics, and breaking off the monotony of grammatical teaching. Last but not least it is extremely relevant to be empathic often it is unknown what happens with the students outside the school's walls so support them is part of the job description.

Second, it is to define the best tactics to adopt with the students, considering their age, level of knowledge, and the will and motivation they have to learn a new language all these factors must be considered in order to achieve the objectives that are marked by the Institute in accordance with the standards of the Common European Framework of Reference (CEF).

The aim of this work was to analyze what is being taught by the facilitator (material and resources) by applying models of communication such as Jakobson's and Hymes's to identify the elements they are constituted; it was considered first to clarify the terms related to one of the basics functions of humankind as “zoon politikon” (political animal) as it was named by the Greek philosopher Aristotle, being this the most important tool for teachers require in the classroom to ensure the knowledge is acquired: communication, language, and teaching skills.

Finally, as a reflection, it is important to underline that both teacher and student have important roles in the process of learning English as a second language (ESL). The first one carries the responsibility of providing all conditions so the process flows naturally using tactics and techniques shaped in accordance with students' needs. The complementary part requires the will to learn and leave shyness behind only with the combinations of these factors both teacher and student will achieve their goals.

Chapter 4: Conclusions.

Four skills activities in the language classroom serve many valuable purposes: they give learners scaffolded support, opportunities to create, contexts in which to use the language for exchanges of real information, evidence of their own ability (proof of learning) and, most important, confidence.

Writing is an extremely complex cognitive activity in which the writer is required to demonstrate control of variables simultaneously. Strong writing skills may enhance students' chances for success. Writing is an essential factor of language. Good writing skills are needed for all the students in order to accomplish their educational and employable requirements.

It is well known that reading has declined among educatees and lots of people in today's world of technology and entertainment. When students read they acquire new vocabulary, listen better as they understand more; therefore they can write better with more words to choose from; obviously, they can speak better because of the intense word power. Thus, it is needed to develop the reading habit. The best and easiest approach is, however, to make a small effort to read a piece a day, which pupils don't do even in their mother tongue sadly.

Listening is not merely hearing: it is a state of receptivity that permits an understanding of what is heard and grants the listener full partnership in the communication process. As any member of society, listening is one important skill to possess as good listening is an integral part of the communication process. A good listener shows readiness and possesses an ability to manipulate the sound into words and their contextual meaning. Then the good listener relates given meanings to other experiences and he shares responsibility with the speaker. Academically, listening skills play a vital role in the teaching-learning cycle. Students learn better when they can listen better. A teacher is also in need of good listening skills. All the way, listening should be enhanced in your life to become a great speaker.

What is spoken will determine the expressiveness. Speaking has many faces: public, friendly, or academic contexts are a few of the lot. The four skills never stand out as individual areas but they form a chain cycle, where you break one ring of the chain and the whole chain would collapse. In the changing competitive world, your command of a language and even more the level of your English can determine someone's life. Thus, it is imperative for educatees to understand the four skills and give a consistent effort.

Peter Drucker said, "Plans are only good intentions unless they immediately degenerate into hard work". Planning is key as a teacher, however, this does not guarantee us achieving the objectives set; some activities cannot be executed as planned due to no contemplate problems (resources-attitude), or simply the activity did not have the foreseen outcome as it was designed. When this happens I tend to modify things that did not work out and apply the exercise to the next group, if the modifications are still unsatisfying, I change the tactics and apply a different one that suits better the topic trying to reach the posed goal. It is important to constantly assess our activities in order to determine if they call for modifications or need to be completely dismissed and substitute for some others which provide better results.

Harris and Hodges (1995) define assessment as "the process of gathering data to better understand the strengths and weaknesses of student learning."

Assessment plays an important role in the process of learning and motivation. The types of assessment tasks that we ask our students to do determine how students will approach the learning task and what study behaviors they will use. In the words of higher education scholar John Biggs, "What and how students learn depends to a major extent on how they think they will be assessed." (1999, p. 141).

Effective assessment practices begin with us being good facilitators by describing what learning looks like in the course. It is quite important to let the student clear the objectives that pretend to be reached: "By the end of the course, I want my students to be able to ..." When defining what learning looks like in your course, it is imperative to be as specific as possible.

Continuous assessment provides day-to-day feedback about the learning and teaching process. Assessment can reinforce the efficacy of teaching and learning. It also encourages the understanding of teaching as a formative process that evolves over time with feedback and input from students. This creates good classroom rapport. Student assessments are necessary because:

- Throughout a lesson or unit, the teacher might want to check for understanding by using a formative assessment.
- Students who are experiencing difficulties in learning may benefit from the administration of a diagnostic test, which will be able to detect learning issues such as reading comprehension problems, an inability to remember written or spoken words, hearing or speech difficulties, and problems with hand–eye coordination.
- Pupils generally complete a summative assessment after completing the study of a topic. As a teacher we can determine their level of achievement and provide them with feedback on their strengths and weaknesses. For students who didn't master the topic or skill, teachers can use data from the assessment to create a plan for remediation.
- Teachers may also want to use informal assessment techniques. Using self-assessment, students express what they think about their learning process and what they should work on. Using peer assessment, students get information from their classmates about what areas they should revise and what areas they're good at. Lynch (2016).

To conclude it has been tried to follow the socioformative approach since it was instructed by the SEMS to implement it in our students. Several courses about this approach were taken, however, it has been a challenge due to students required to be mature enough to work in teams, find common interests, define the problem look for ways to address it and finally try to come up with possible solutions. The things have been working on so far, but it is aware that many points have to be polished to get closer to delivering a great product.

REFLEXION VIDEO LINK: shorturl.at/prxzS

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